

The roundabout table: Utilizing community circles to increase peer feedback and peer support

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Abstract: The current study uses mixed methodology to examine the effects of curating a community circle in a classroom setting in order to increase peer feedback and peer support. The researcher used a fourth grade English classroom in a rural area which is made up of 24 students, 9 of which participated in the study. Students were asked to discuss their opinions about working in a community circle in order to understand if peer support increased through the use of peer feedback. Students were also observed to assess their engagement within the community circle. Qualitative data shows that students enjoyed working in a community circle and having the support of peers to help enhance their discussion and writing skills. Quantitative data shows an insignificant change in behavioral and writing engagement, peer support, and peer feedback throughout the community circle. Implications of the effectiveness of this study are further discussed.

Introduction and Justification

How can teachers facilitate effective learning practices? Teachers who are invested in educating young minds do more than just read from a textbook. They acknowledge that there are a variety of techniques, theories, and teaching models that can provide students with a well-built education that's fundamental to a lifetime of achievement and constant development. Effective learning is happening in many ways, for example, some students learn well directly from a teacher while others are skilled independent learners (WGU,2022). Although students are learning in a variety of ways peer interaction is essential for young people's development (Hartup, 1979). Peer learning is an educational method that helps students solidify their knowledge by teaching one another (WGU,2022). Through the process of peer learning I aspired to implement proactive community circles in the classroom. Community circles are a tool of restorative practices that focuses on students belonging to the community (Wilson,2014). Community circles are utilized in school settings across the United States to develop relationships and teach acceptable social skills as a method of prevention (Mirsky, 2014). The importance of belonging connects back to peer learning and social-emotional learning by helping students develop a positive connection with peers and the teacher. Community circles focus on teaching students how to develop relationships through constructed conversations (Mirsky,2014). The importance of providing peer learning led to the development of the study that has been conducted. I aspired to analyze how the implementation of proactive community circles in an English Language Arts classroom would impact peer feedback, behavioral engagement, and peer

support. Peer support is worth analyzing because it emphasizes support of academics, social engagement, and behavioral engagement (Carter et al, 2015). In other words, students are able to learn from one another and create strong academic bonds that can be long lasting throughout their academic career and personal life. Therefore I have focused on implementing a safe and proactive community circle in the classroom. During the proactive community circle students will enhance their social skills and curate a strong academic support system through peer feedback.

The study I conducted focused on two main research questions- does the implementation of proactive community circles have an impact on peer support, and does the implementation of proactive community circles have an affect on students' behavioral engagement with writing ? Through action research, these questions will provide current and prospective teachers with an understanding of how peer support and behavioral engagement can be built through proactive community circles. Furthermore, the present study aims to encourage educators to utilize proactive community circles and support peer learning in their class environment.

In the next section, I will explore the existing research on my topic and how I intend to apply that research to answer my research question. Lastly, I will describe my intervention (proactive community circles) and the data I will collect.

Literature Review

Developing peer learning

Peer learning refers to the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher (Boud,para 1). In recent research findings, there has been more interest in deploying helpers whose capabilities are nearer to those of the helped, so that both members of the pair find some cognitive challenge in their joint activities (Topping,2005). Peer learning approaches have been promoted to foster certain types or aspects of lifelong learning skills which have not been readily pursued by other means (Slavin,1990). The skills associated with peer learning are: the development of learning outcomes related to collaboration, teamwork, and becoming a member of a learning community; critical inquiry and reflection; communication skills; and learning to learn (Boud, para 5). According to Josling (2015), when students engage in peer learning, they are able to learn practical skills in how to teach and give critical feedback. Throughout peer learning, teachers provide guidance, being there to answer questions and help prompt discussion (Joslin,2015). Through peer learning and group discussion studies show that students discover how to make counter-arguments, and learn how to question assertions made by their peers (Joslin, 2015). Given the positive research on peer learning, finding unique ways to allow students to have a voice is advantageous to the learning environment and allows a creative and interactive way to get students involved (Joslin, 2015).

Developing peer relationships/support

Peer relationships are important to children throughout their childhood and adolescence. They provide companionship and entertainment, help solve problems, provide personal

validation and emotional support, and during adolescence, peer relationships provide personal identity development (Parker & Asher, 1993). Researchers have discovered that friendship-based peer groups using statistical procedures have found relations between group membership and academic performance and academic engagement (Wentzel and Watkins, 2002). Kinderman (1993) found that elementary-aged students tend to self-select into groups of peers that have motivational orientations to school similar to their own. In other words, students choose partners who reflect their personal or educational morals. Peer-related activities project a variety of social and academic competencies at school, including prosocial behavior (Wentzel and Watkins, 2002). Positive peer relationships provide students with social and emotional skills, such as empathy, cooperation, and problem-solving. Engaging students with more collaborative activities enhances their social and emotional skills overtime.

Behavioral Engagement in relation to peer support

A broad definition of student engagement focuses primarily on observable indicators, such as attendance and classroom participation (Juvonen et al., 2012). Friendships amplify students' school-related behaviors (Andrew and Patterson, 1996). Engaged students get more involved in academic work, whereas disengaged students become alienated from school-related activities (Kandel, 1996). Students who are behaviorally engaged follow the rules and interact positively with the teacher and their peers (Fredricks, 2012). behavioral engagement is higher in classrooms where students perceive instruction as challenging and where youth are in cooperative group activities as opposed to large group activities (Shernoff and Csikszentmihalyi, 2009). Behavioral engagement is likely to lead to higher achievement because a student is involved in the behaviors related to learning such as concentrating, exerting effort, taking initiative, and being persistent in the face of failure (Fredricks, 2012). Incorporating activities into the classroom that allow students to work together, think critically, and promote resilience is important for students to remain engaged in academics. A sense of belonging is vital to the success of positive behavioral engagement being utilized in the classroom.

Proactive Community Circles

Community circles are a tool of restorative practices that focuses on students belonging to the community (Smith et al,2015). Community circles can be used to support both academic and social- emotional needs for students (Wilson,2014). Winters (2014) states that, talking circles (community circles) are more effective when the participants have trust with each other. According to PBIS (2022) community circles are mainly used for tier 1 interventions, but can be used for tier 2 and 3 interventions to increase self-awareness and self-management skills. In this case, for a community circle to be effective there must be high quality questions provided for students to guide conversation and build academic bonds (PBIS,2022).

Conclusion

In conclusion, research shows a positive correlation between proactive community circles and developing peer support. However, there are still many limitations and gaps in the literature. One major gap is that restorative practices focus only on students' aspect of social-emotional learning, but don't thoroughly explain how community circles can be utilized to enhance writing skills, feedback, and overall engagement with writing proficiency. As a result, I plan to use proactive community circles to expand the research that has been done in this area. Through this

study, I hope to discover a positive link between community circles guiding strong academic bonds through writing and engagement with providing peer feedback.

Purpose Statement and Research Questions

The purpose of the present research is to examine proactive community circles in a fourth grade classroom, and its effect on writing proficiency engagement and peer support between the students. In addition to examining engagement and peer support, I would also like to indicate how students respond to such intervention: I also want to see how well students enjoy participating in a community circle to enhance writing proficiency. Therefore, the research questions were:

1. Does the implementation of community circles have an affect on peer support in the classroom?
2. Does the implementation of community circles have a positive effect on students' engagement with writing proficiency?

Methods

I conducted an action research study in order to answer my two research questions. My study included a pre and post survey (Appendix A) to measure the growth of peer support, an engagement checklist (Appendix B) to assess how well students engage within their community circle and their writing, finally a five minute interview (Appendix C) for students to discuss what they enjoyed and learned from the intervention. The engagement checklist and community circles were implemented on Friday's and Wednesday's during "station time" (independent work). After three weeks of intervention, students completed the post survey and responded to the interview questions. Data from all sources was analyzed and evaluated.

Description of Sample/ Context

This research was conducted in a rural elementary school in St. Mary's County, in Southern Maryland. The school is a Title I school, meaning there is a high-percentage of low-income students therefore the school receives additional federal funding. Participants were 9 fourth grade students- 5 girls, 4 boys. The racial/ethnic make-up is quite diverse: 3 African American students, 2 Biracial students, and 4 White students. Their ages range from 9-years-old to 10-years-old. Students will be identified throughout the study with specific numbers (1-9). Lastly, one student receives special education services.

Intervention (for Action Research)

Before the intervention was implemented, students were given a peer support survey. This was selected as a measure because it allowed a deeper understanding of how students feel about peer support in the current classroom setting. Furthermore, students were provided with a pre-lesson of peer feedback, understanding what it means to give peer feedback, the different types of feedback, and how to utilize the peer feedback choice board. Alongside, the pre-lesson on peer-feedback students also learned about proactive community circles and how they will be implemented throughout the time of the intervention. Students during this time practiced working with their partners and got acquainted with utilizing community circles during "station time" (independent work).

The community circle intervention took place over the course of three weeks, on Wednesday and Friday of each week during independent work time, which occurs for 40 minutes each day. Students were provided with 5 rotations of independent practice each day. The community circle intervention was one of the rotations added to “station time” on Wednesday and Friday for 20 minutes.

During the community circle intervention, students within that rotation were paired with a partner. Within the twain, the two students read over their writings for the week and completed a peer-feedback checklist. The checklist was to ensure that both partners took the time to check for misspellings, grammar, where detail could be added, and WOW words. Upon completion of the checklist students then started their peer feedback process. Through this process students were asked to choose two types of feedback (positive and cautionary) from the feedback checklist (Appendix D) in order to discuss what the students liked about their partner's writing and things that needed to be altered to enhance their writing. After taking the time to write out their feedback the students met back in the community circle and discussed their feedback with their partners. While students worked in their community circle my mentor teacher kept a running record of students' engagement with their partners. The running record consisted of five questions based around: attitude toward learning, interaction with peers, staying on task, work effort, and engaging in proper conversation based around writing mechanisms. The running record was scored through a poor (1), fair (2), good (3) system, additional notes were also included for the mentor teacher to discuss further engagement behaviors. On Friday, students were asked to meet with their partners to review further questions and then complete all changes discussed within their circle. The partners assisted one another in creating stronger writing mechanisms over time.

Type of Methods

This study utilized mixed methods. For quantitative data, I utilized a Peer Support Scale-a Likert-type scale with options 1(disagree a lot) to 5 (agree a lot). This was used as a pre and post survey measure to understand the overall change in peer support in the classroom setting prior to the intervention and after the intervention. Furthermore, an Engagement (behavior) checklist Scale- a Likert-type scale with options 1 (poor) to 3 (good) was used to assess students' engagement with their peers and writing proficiencies. A qualitative way of assessing peer support and engagement was having an open interview with each student on how they felt about the intervention, whether each student feels as though peer support has increased, and how they feel about their engagement with writing. Also, throughout the engagement/cooperative learning skill checklist my mentor teacher provided detailed notes on the students interactions while working in their community circles.

Data Collection

To gather quantitative data, a peer support survey was administered (Appendix A) both before and after the intervention in which students self-reported their view on peer support in the classroom setting. Five questions were formatted as a Likert-type scale, with the options 1 (Strongly disagree) to 5 (Strongly agree). A behavioral engagement checklist was also used to note participants' interactions with peers during the community circle

(see Appendix B). Participants were each watched for one minute. After being observed for one minute by my mentor teacher each student received a score, the score was based on Poor (1), Fair (2), and Good (3). Later based on this information, I was able to analyze the growth of engagement with community circles and writing proficiencies. To gather qualitative data, students participated in an open interview. The interview consisted of five detailed questions regarding comfortability in writing, growth in peer support, and whether the students would continue utilizing community circles as a way to provide feedback for their peers' writing. Also, my mentor teacher provided notes during the one minute observation time to explain how students interacted with one another in further detail. This was used to analyze the overall theme surrounding engagement and writing advancements throughout the three weeks of the intervention.

Table 1:

Research Questions and Data Sources

	Data source 1	Data source 2
Research question 1: Does the implementation of community circles have an impact on peer support?	Peer support- likert scale survey (Pre and post)	Open interview on peer support growth and community circles.
Research question 2: Does the implementation of community circles have an impact on students' engagement with writing mechanisms?	Engagement (behavioral checklist)/ teacher observation	

Data Analysis

The quantitative data (i.e. the survey results and engagement checklists) were analyzed using paired sample t-tests. An alpha of .05 was used for all tests, meaning that changes in students' peer support and engagement would be statistically significant if the p-value was less than .05 (two-tailed). For the qualitative data (interviews and teacher observations), the explanations were coded using first-level descriptive coding.

Validity Concerns

Child-friendly language was in the survey questions, and the scale options (1-5) were explained to the participants beforehand to ensure that the students fully understood the answer options before the survey was administered. The questions and directions were also read aloud to students. Objective engagement/behavioral criteria were created for the engagement/behavioral checklist, so that there would be no ambiguity about whether students had engaged in a given behavior. The explanations to engagement and the interviews were coded and checked by more than one person, to ensure validity of the codes. Lastly, multiple data sources were triangulated to determine the overarching question of whether implementing community circles would positively impact peer support and writing engagement.

Results

Does the implementation of community circles have an impact on peer support?

The results from the peer support survey administered before the implementation of the community circle ($M=1.75$, $SD=0.07$) and the peer support survey administered after the community circle implementation ($M=4.26$, $SD=0.54$) did not significantly influence peer support ($p=0.661$) (see Table 2). Due to this, I failed to reject the null hypothesis because the p-value was not less than 0.05. However, the effect size (6.46) indicates that this large effect size has a practical significance, meaning that it has the potential to be impactful for students.

Table 2. Paired, two-tailed t-test Comparing Peer Support survey before Community Circle Implementation and Post- Peer Support Survey after Community Circle

Implementation

	n	M	SD	p	d
Pre-implementation	4	1.75	0.07	0.66	6.46
Post-Implementation	7	4.25	0.54		

Using the students' explanations on peer support growth and whether they enjoyed the implementation of community circles, I was able to code the students' responses based on good connections, helpful connections, and growing connections. When students responded positively (good connections), their responses indicated that they enjoyed working in the community circle and gained a good connection with their partner overtime.

A few students claimed to have gained helpful connections throughout the community circle by writing the word “improve” or explaining that the feedback allowed them to understand the importance of writing clearly and being detailed when writing paragraphs. When students responded with growing connections, their responses suggested that they would like to continue the community circle and work on growing their writing skills through the use of peer feedback because it allows them to learn about students' different writing styles and learn new techniques.

Table 2:

Open- Ended Questions Responses to Peer Support Growth and the Implementation of Community Circles

Good Connections	Helpful Connections	Growing Connections
“It is good because I learned a lot about my writing style and gained a good relationship with my partner through the community circle and feedback process.” “ I think it was good. It helped me learn more stuff about the way I write. And I was excited because I get to write and exchange work and gain a friend all at the same time.” “ It feels good to connect with a new person. I was nervous but we are friends now and we learned a lot about new ways of writing through the community circle and through peer feedback. I’m excited.”	“It helped me become a better writer. You are always there to help me but having a classmate is good because I can go to my community circle when I want more help,” “She gives a lot of detail and makes me think about my writing because I don’t and we have been practicing with that. It helped our bond a lot.” “Uhm, she’s helpful in telling me where to add more detail and grow in my writing. I	“I get nervous a lot, but I'm learning to work with my partner more now because they do give me good feedback and are always wanting to learn more about me in the community circle.” “Since this thing, I feel like I can do a lot more with my writing. My partner is always teaching me new things about my writing style. I like it honestly.”

"I feel good about our growth. Doing this project made me feel closer to her because of her writing and her style of writing. She pushes me to grow and we have now been partners since."

think I help her use more WOW words."

Does the implementation of community circles have an impact on students' engagement with writing mechanisms?

Students' engagement with writing mechanisms was quantitatively analyzed using two methods. One method involved using the engagement (behavioral) checklist to understand how students' engagement decreased or increased throughout the past three weeks. The data was measured by using the overall engagement score mean for the three weeks in order to determine their growth or decline. During the pre-intervention (M=1.86), during week 2 (M=2.62), and week 3 (M=2.83). With the use of the means (overall engagement score) I utilized the mean scores to run a paired t-test of the pre-intervention and week

three to understand if the data was statistically significant. In this case the data indicated that community circles did not have a significant impact on student engagement ($p=0.76$) (See Figure 1). This small effect size ($d=1.87$) rejects the null hypothesis that community circles have an impact on students' engagement with writing.

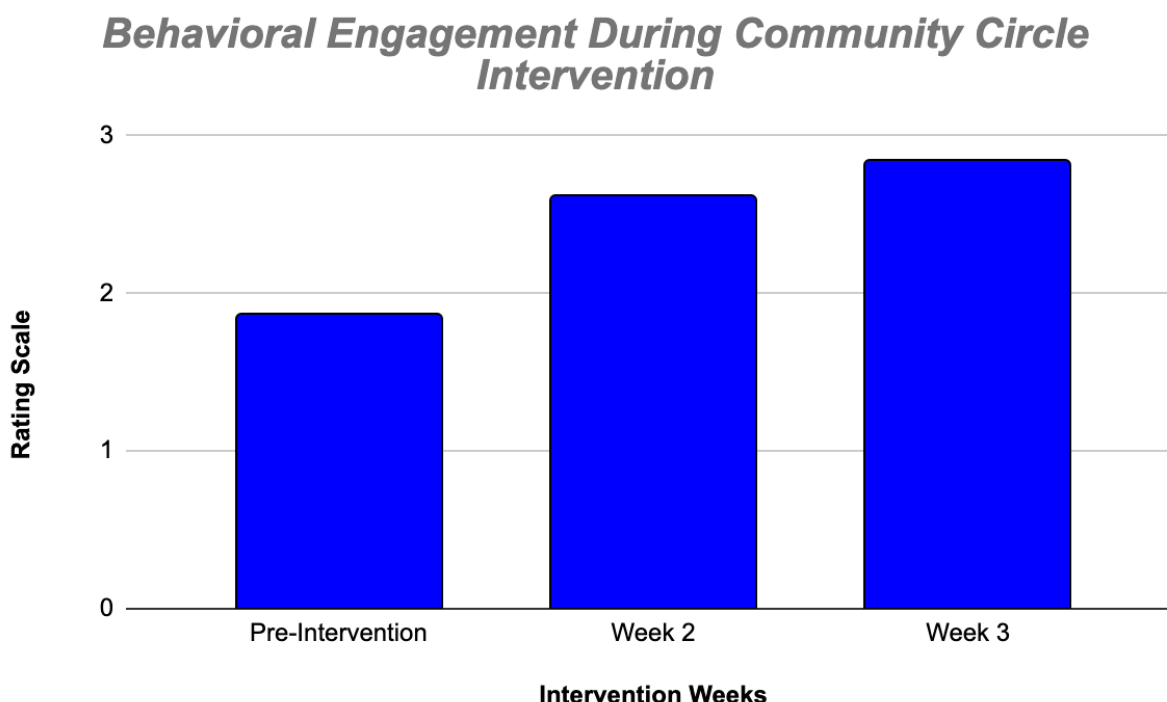


Figure 1: Students Engagement Score during intervention weeks

Using the comments from the teacher observations, I was able to code students actions based on trends found within the comments. Based on the trends found, students indicated effective communication, engaged positively with writing and peers, and student interaction. Students who indicated effective communication spoke clearly, used positive language ("I like..", "I love how," "Good job on"...), these responses showed that students were engaged and effectively participating in understanding their peers' writing style. Students who indicated positive engagement with writing and peers, used editing marks (circled misspelled words, crossed out words and replaced with WOW words), provided feedback on ways to improve writing with spelling and punctuation. Lastly, students' interactions indicated positive interactions (eye contact, nodding when peers were talking, and waited to provide feedback). These indicate that students had an overall positive experience with using the community circle to engage in peerfeedback and writing skills. It is important to note that during the pre-intervention (week 1) students did respond negatively to the community circle. Students were not actively engaged, did not discuss their writing, and

spent most of their time completing their work independently. Table 3 provides a closer look as to how students' engagement within the community circle grew overtime with providing peer feedback and discussing writing styles and techniques.

Table 3:

Teacher Observation notes during Community Circle peer feedback on writing.

Effective Communication	Positive Engagement (Peers & Writing)	Student Interaction
"I Liked..."	"Used editing marks"	"Positive attitude; stayed on task"
"Spoke Clearly & audibly"	"Upbeat tone; pointed to editing mistakes.."	"smiled often, posture indicated while listening.."
"Positive language, I love how..."	"Circled misspelled words.."	"Sharing is difficult for student 7, but today she did well!"
"Gave praise to student 1 as to the good job she did with the assignment. Also, provided feedback"	"Underlined where capital letters needed to be added or changed.."	"Faced partner; interacted"
"Gave comments and suggestions in a positive tone"	"Referred to the Feedback choiceboard to better provide writing tips.."	"Bubbly; positive attitude; on task"
"I think maybe you should try.."		
"You could add a title.."		
"I like.. said "Oh yeah!"		

Discussion of Results

From previous research, I hypothesized that implementing a community circle would have a positive effect on peer support and writing engagement. However, only some of my hypotheses supported my results. First, the results indicated that the implementation of a community circle did not have any significant influence on students' peer support in the classroom setting. Despite the fact that these results were statistically insignificant, there was a minor increase in peer support based on the coded themes. This demonstrates that the intervention had a slight effect on peer support. For the second research question, the data demonstrated an insignificant influence on engagement with writing through the use of community circles. However, through the use of coding the teacher observation notes I found three major themes; effective communication, positive engagement, and student interaction. Within these three themes, important concepts emerged. Students were utilizing effective communication to better enhance their peers' writing, showed positive engagement with their peers and their writing by going back and recognizing editing mistakes, finding ways to include additional detail, and looking for punctuation and grammatical errors. Lastly, students kept a positive attitude during their community circle discussion. Despite the inconsistent results, students enjoyed having a community circle and utilizing it to help one another increase their writing skills. Students seemed more

focused on gaining the support of peers, but were still able to grasp the concept of peer feedback.

The results of this study are consistent with previous research. This study established an association between peer support and engagement, by giving students the opportunity to connect and learn with one another and gain transferable social and communication skills and in effective functioning (Topping,2005).

Conclusions and Implications

The purpose of this study was to examine proactive community circles in a fourth grade classroom, and its effect on writing engagement, peer support, and peer feedback. While the quantitative results indicated that students did not increase peer support, peer feedback, or behavioral/writing engagement, the qualitative results indicated that students were able to gain strong connections through peer feedback, grow their understanding of writing styles and skills, and use academic writing language to engage with their peers' writing. These results also indicated that students' are more comfortable with talking to their class community about their writing, which may have increased peer support; the new codes showed how students were able to connect and think deeply about what students could add to their writing.

Limitations

The results of this study were statistically insignificant, but this could have been due to a few possible reasons. First, was the shortness of the intervention. Perhaps, if the intervention had lasted longer than three weeks, students writing engagement, peer support, and peer feedback skills would have cultivated more, and students would have shown an increase in working in their proactive community circle. Secondly, another possible reason for the results being statistically insignificant was the sample size. If more students had been able to partake in the study, there may have been an increase in writing engagement, peer support, and the overall effectiveness of a community circle being implemented.

A major setback for this study was the attendance of students. There was no way of ensuring all students would be in attendance the days the community circle was implemented and when the pre and post surveys were given. Therefore, I had to follow through with the students that were present. Furthermore, I struggled to draw conclusions from the pre and post surveys, not because the students did not answer the questions well, but because my questions were not specific enough to peer support as they should have been. If I were to conduct this study again, I would make sure all survey questions are clear and concise, and utilize a better coding method (more in-depth analysis of written/oral responses). This way, I would be able to gather more data that is more relevant to peer feedback and peer support.

Implications

Despite the negligible limitations, the results of the study still contribute some interesting findings that are key to the educational community. The results lend strong evidence in support of implementing a community circle in all classroom settings. Students not only reported their enjoyment of the community circle, but it also enhanced peer support and behavioral/ writing engagement. In a time where students (and teachers) are still transitioning from being in isolated social circles to open social circles from the result of the COVID_19 pandemic, interventions that can increase students' engagement and sense of feeling safe and welcomed around peers should be introduced and implemented. Despite the fact that this study did not significantly increase student engagement, peer support, and peer feedback, there was a minor increase and the community circles did allow students to expand their knowledge of writing style and skills, engage with peers on a deeper academic level, and communicate effectively.

Utilizing restorative practices to build relationships and community fosters attitude changes for the better (Mirsky, 2014). Restorative practices such as community circles will continue to be a growing trend, but it is important to note the importance of finding unique ways to encourage students to take ownership of their learning through peer support and active engagement in the classroom setting.

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Appendix

Appendix A

Peer Relationship Survey (Likert Scale)

Likert Scale student survey will be administered on the first day and last day of the intervention. Students will take the survey via schoology or handout.

For each of the questions below, circle the response that best describes how you feel about the statement, where: 1= strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

1. When I'm struggling to understand an assignment, I will ask my classmates for help.

1 2 3 4 5

2. I am able to contribute to group work/ partner work in most of my class.

1 2 3 4 5

3. When working with a partner I feel more comfortable asking questions.

1 2 3 4 5

4. I have learned more about my classmates through group/ partner work.

1 2 3 4 5

5. I would rather work with a partner on a writing revision assignment than independently.

1 2 3 4 5

Appendix B

Engagement/Behavioral Checklist

Cooperative Learning skills	Poor	Fair	Good	Other
Participating in community circle discussion	1	2	3	
Interacting with students/ gets along with others during activity	1	2	3	
Student is doing their fair share of work throughout community circle	1	2	3	
Shows a positive attitude toward learning	1	2	3	
Did the student have to be asked to get back on task?	1	2	3	

Teacher Observation**How are students interacting with one another ?**

(i.e. body language, helping one another, asking questions, paying attention to their partner and work)

Example: Student 4 is engaged in conversation, sitting up, and learning about their partner's writing style.

What are the attitudes presented while conducting community circles ?

(i.e. do students seem to be enjoying the community circle, are they presenting positive attitudes, staying on task)

Example: Student 4 is open to hearing their partner's ideas for their writing, asking questions, and has a positive attitude about enhancing their writing skills.

Is the communication between students effective?

(i.e. students are using positive language such as, "I like the way" "I enjoyed reading.." "I think you can include..")

Example: Student 4 utilized effective language by complimenting the students spacing in their writing, providing minor suggestions.

Do students seem more engaged with their writing skills through the use of peer feedback/ partner work?

Example: Student 4 is noticing indentation, punctuation, and using vocabulary related to the lesson at hand.

Are the students utilizing guideline worksheet and peer feedback worksheet?

Example: Student 4 is highlighting some missing aspects from the guideline worksheet that can be incorporated into Student 5's writing. The feedback worksheet is being used and suggestions along with positive feedback has been written.

Appendix C

Self- Reported Interview

1. How did you like working with your classmates to work on writing skills?
2. Do you feel more comfortable sharing your writing with peers?
3. Do you feel more comfortable with asking your peers for feedback?
4. How has the community circle (partner work) brought you closer with your classmates?
5. Do you think having community guidelines was helpful in building peer relationships throughout the community circle?

Appendix D

Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital Letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		